



Ky Educational Interpreter Newsletter

August, 2007
Volume 3/Issue 1

Welcome Back to School! This fall students will prepare with new supplies for classes. Inside new backpacks, you would find new pencils, highlighters, notebooks, calculators and flashdrives. They will bring new clothes, shoes and hopefully an attitude of readiness as they begin the year anew. Ask yourself these questions: What do I bring to this new year of school? What new skills will be in my “toolkit”?

Readiness for an interpreter means sharpened skills and deeper knowledge of the theories behind the practice of our work. Hopefully you have used the summer to not only “decompress”, but to practice voicing and signing to increase your skill set. We have such a direct impact on students’ learning process with our ability to interpret. Another way to be ready is having spent time with Deaf and Hard of Hearing folks simply socializing. This gives the reinforcement of Deaf culture as well as the opportunity to sign in a natural environment without the pressure of interpreting. Adult language models ever sharpen our signing skills.

Finally, an important part of the toolkit is a fresh outlook on the school year. Sometimes our past experiences can shade our perspective for the future. As always, it’s a good idea to touch base with teachers at the beginning of the school year to explain the role of an interpreter. This is a great time to establish cooperative relationships that will set the stage for effective learning. However, it’s important not to overwhelm teachers and other staff, so be brief in providing information and tips on the effective use of interpreters in the classroom. Take some time to reflect on these ideas and how you can use them to set yourself up for success in 07-08. Have a great start to the year!

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Have you visited the website for educational interpreters?
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Transitions from High School



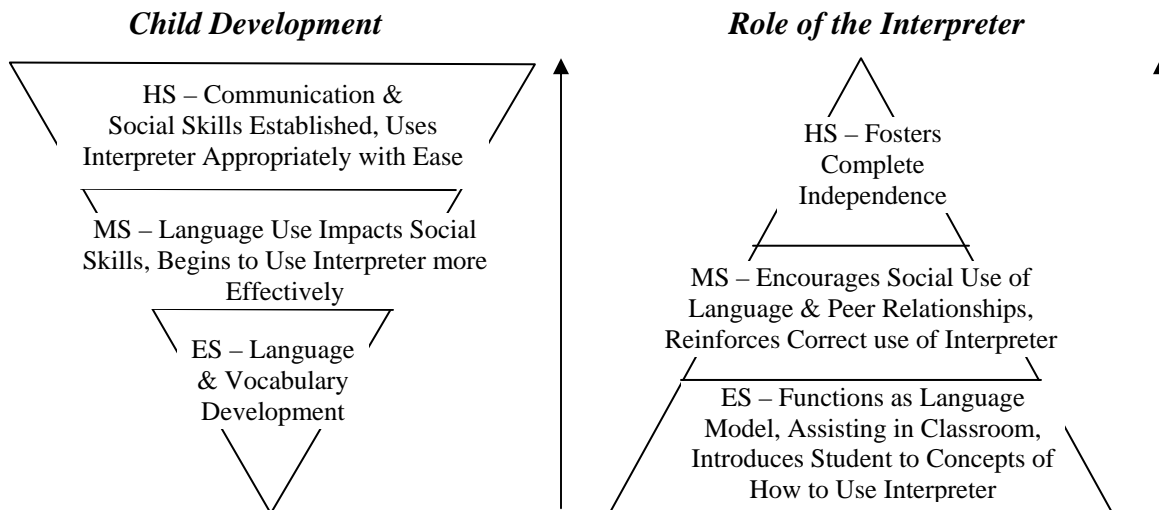
Back to Elementary School?



As educational interpreters, the primary focus must be on student needs within the district being provided the service. Oftentimes, this translates to being reassigned from one grade level to another. This demands a substantial shift in our role and responsibility as we are presented with age levels that have very different needs. Several guidelines are listed below for any grade level switch:

- Review general [Child Development](#)
- Familiarize yourself with [Best Practices in Educational Interpreting](#)
- Visit KDE's [Program of Studies](#)
- Research [Language Development](#)

The specific transition from high school to elementary school gives rise to considering the inverted pyramids of interpreting theory. As the child begins school, his or her needs are the greatest. At this time, the interpreter would be misguided to take a “hands-off” approach. Rather, the interpreter functions much like an aide in the classroom. However, everything from tying shoes to getting in line for the playground should be seen as an opportunity for language exposure. Vocabulary development is the yardstick for the early building blocks of language.



*Inverted Pyramid Source: “Analyzing the Task of the Mainstream Interpreter”
-CIT '90, Elizabeth A. Winston, Gallaudet University*

Deaf Perspectives: My Experience with Educational Interpreters – Jamel Sekoe White

What interpreters did for me that really works and things that didn't work well?

What works for me is when interpreters are willing to fit what I want or understand. I want them to just be comfortable, calm and sign what the teacher says.



They shouldn't be too 'professional' or try too hard. I don't like it if they seem panicky as though I will criticize their signing or whatever. That will never work for me because I am just here to get my information and understand. I am not there to try to teach my interpreter. Also, I am not the *top dawg* from an interpreter agency; I am just a student who wants to know what people are saying.

I will repeat that in my advice question section, but I want to emphasize that it's important that you know who you are interpreting for, your audience. Also don't focus on yourself. Interpreters shouldn't worry about did I get my "client" to understand the most information, or communicate with your "client" to see if she/he understands. There may be passive students or assertive students, and you have to fit each of them. Maybe passive students won't tell you what they think, so you might want to ask them. For assertive students, they will tell you what they think quickly. So you have to be prepared for that.

What advice would I give to the interpreters in education to help deaf student succeed?

I totally advise that interpreters get to know their audiences. Too many interpreters I've experienced or seen in the past don't care about who she/he is interpreting to. Like one example, the interpreter would just sign word for word what a person said. They didn't try to fit what deaf person/students wanted. Interpreters need to feel that she/he wants to get that deaf person to understand what the other person is saying. That's my biggest piece of advice. I think that is very important because there are very different kinds of students. Like for myself, I don't like interpreters who are TOOOOO professional. I like for interpreters to "lighten up" and be comfortable. Just be your self, that's all. That is my decision and what I like, because when the interpreter is comfortable then it helps me to understand what's being said. That is the point of fitting the audience. Some students are like me, but maybe other students don't like that. They like interpreters to be what I call "too" professional. Maybe they want you to sign exactly what teacher says or others might want you to make sure they fully understand each word. Interpreters need know that interpreting for students in education is very different than interpreting at a hospital or at any place outside of school.

I would simply say, "Keep in mind what's best for the deaf students. Don't focus on what's best for yourself to become an expert interpreter. The way to become an expert interpreter is to let go and let it come to you. Don't try too hard to chase becoming an expert interpreter. Education is not a place where you can become expert interpreter. It is place where you should want to give and help deaf students to understand, end up with a good notes and a great feeling."

Summer Institute & ASL Language Immersions: What's the Difference?

This summer EKU & KDE partnered to continue providing the annual educational interpreter trainings. Because there are two different *tracks*, you may be asking yourself “What’s the Difference?” This article seeks to clarify the purpose of these 2 distinct styles of trainings.

The ASL language immersions focus on participants’ ASL language skills not on interpreting skills. Therefore, the atmosphere is similar to *Silent Weekends*. Typically they are provided in 4 different regions of the state, although this year they were held in 6 locations. The areas are targeted specifically to allow outreach efforts to cover all of Kentucky. As you know, our state is large with a significant portion being rural. Therefore, some immersions may or may not seem close to your local area. However, it is my hope that you are able to participate at least one time during your career as an educational interpreter. **Please Note:** The 2 newly established sites in Bowling Green and Morehead offered lodging and meals this year as a way of promotion. In the future, these sites will function in the same manner as the original Immersions.

In contrast, the Summer Institute’s goal is to focus on interpreting skills. Additional language learning happens as a result of the no voice rule. This training is provided in central Kentucky with meals and lodging as supports to enable folks from anywhere in the state to join. It is held for one or two weeks depending on the needs of the participants. Thanks to those of you who attended these trainings!

Comments from interpreters who attended the Summer Institute:

Karen Tackett had this to say:

Hi All! My name is Karen Tackett, but I think a lot of you know me as KT (my sign name). I am an Educational Interpreter for Fayette County Schools, and I would like to tell you a little bit about my experience at the EKU Summer Institute that I recently attended.

This was my FIRST time attending this Institute. I have had lots of interpreter friends who had told me how beneficial it was, but I had never gone myself until this year. I have to admit that it was VERY hard for me to get out of my "comfort zone" and go. As an educational interpreter, I am not around adult, native signers. Nor do I have the opportunity to practice my voicing skills a lot, so this was kind of scary for me at first! After the first couple of days, however, I began to relax and realize this is EXACTLY what I needed to improve my interpreting skills!!!



Every morning, the instructors would get up and sign stories about their life experiences. Some had me laughing so hard, I thought I would pee my pants. Others were just so interesting that I wanted to learn more about that person and their life! 'SIGN ONLY' was the big rule. Since we were NOT permitted to talk, if we were caught using our voices, we had to get up in front of the whole class and tell a story. It was both frightening and exciting at the same time! :)

The days consisted of many helpful activities with LOTS of feedback and guidance from all of the instructors! We worked on voicing, signing, transliterating, we discussed Ethical decisions and situations. All in all, it was one of the most beneficial workshops I have EVER attended. I feel when it is time for me take my RID Performance Test, the things I learned at the Summer Institute will go a very long way in helping me feel comfortable. Hopefully I will achieve my goal of becoming a fully certified interpreter!

Denise Gross had this to say:

The Eastern Kentucky University Educational Interpreter Summer Institute was held from July 9th through July 20th. I found this experience to be beneficial as I prepare to take the National test. The team from ECU worked diligently to match the variety of skills and needs to enhance individual goals. We broke into two groups, one focused on preparing for the written test and vocabulary, while the other group prepared for the performance test. I attended the group preparing for the performance test. During the two weeks, we discussed the three available test options. This information allowed each of us to make an educational decision as to which test we would prefer to take. Although some interpreters don't have the option to pick the (Certificate of Interpreting/Certificate of Transliteration) CI/CT, and are faced with taking the (National Interpreter Certification test) NIC, the information shared was extremely beneficial for all. We discussed the test site, the testing process, and the rubric. Learning what the evaluators will be looking for in our interpretation and answers during the interview portion led some of us to feel a little more at ease. Each day we were immersed in practicing voice to sign, sign to voice and how to answer interview situations. The support we received from each other was awesome. I felt like I belonged on a team preparing for the "World Series" and soon I would be walking to the "batter's box"!



On top of the support from each other, the faculty and staff during the Summer Institute, the opportunity to network with each other was great. Some of us have attended the Institute for many years; it was wonderful to see ol' friends and meet new ones. Wilton McMillan and Bill Stearns, from The Kentucky Department of Education, came to share their plans for the future of Deaf Education in Kentucky. We were encouraged to contact them with any questions/ideas we have concerning educational interpreting in Kentucky public schools. We were fortunate, Mr. McMillan and Mr. Stearns took time to spend the day with us and hear our concerns about the future of Educational Interpreting.

While two weeks may seem like a long time, I encourage educational interpreters to attend the Summer Institute at ECU in the future. Over the years, the Summer Institute has been an opportunity far beyond what other states offer to educational interpreters. It is wise to capture the opportunity at hand.

Denise Gross
Educational Interpreter
Daviess County Public Schools

Countdown to RID Degree Requirements:

You have 11 months to complete your Associate of Arts degree in any major in order to take the RID or NIC performance test. *Effective June 30, 2008, candidates for RID certification must have a minimum of an associate's degree. Effective June 30, 2012, Deaf candidates must have a minimum of an associate's degree (www.rid.org).*

You have 4 years and 11 months to complete your Bachelor's degree in any major in order to take the NIC performance test. *Effective June 30, 2012, candidates for RID certification must have a minimum of a bachelor's degree. Effective June 30, 2016, Deaf candidates must have a minimum of a bachelor's degree (www.rid.org).*

According to www.rid.org, "People who have passed the RID written test and are candidates for the CI/CT performance test will have until Dec. 31, 2008 to pass their CI/CT test or will have to take the new NIC performance test."

Sign of the Month = Health & Wellness

Take some time to look these words up on the following recommended website <http://www.aslpro.com/> Look specifically at the words in bold & italics. While you are watching these signs, pay particular attention to the mouth movements along with facial expressions by the language models. Be aware that these signs may look different or similar to their use in actual conversations. Facial expressions may change depending on grammatical usage, as in explain. The concepts are different in these two example sentences: "Can you explain this concept to me?" or "You have some explaining to do, young man!"

Also, notice that one of the words listed has 2 different signs on the website. Try to ask around to see if you can understand the different uses of them.

Primary Enduring Knowledge – Students will understand:

- proper ***nutrition*** is essential to ***growth*** and ***development***.
- nutrients provide ***energy*** for daily living.
- ***resources*** are available to ***assist*** in making nutritional choices.

Primary Skills and Concepts – Students will be able to:

- ***explain*** why foods are ***needed*** by the body (growth, energy)
- identify the ***six*** nutrients
- investigate the role of the ***digestive*** system in nutrition
- describe the reasons why an ***individual*** needs to eat ***breakfast***
- ***identify*** the food groups and the ***recommended*** number of daily servings to be eaten from each ***group***
- ***apply*** the decision-making process in making healthful food ***choices***

Licensure Law Corner

The Kentucky Interpreter Licensure Law went into effect in 2003. This affects all interpreters and signers providing services to students in education. There are 2 avenues to receive licensure:

Temporary license is granted most often with SCPI Intermediate Plus or above rating. There are other testing instruments that can qualify you for a temp license that are listed in the law. You must also have a mentor in order to receive this license. Contact Linda Bozeman, ECU Outreach Linda.Bozeman@eku.edu for a list of mentors.

Full licensure is granted by national certification with RID, NAD or NIC. Both level of licenses require annual interpreter CEUs.

For many of you, this information is not new. But, you should be aware that new regulations took effect last month, July 1, 07. The board has been lenient in granting extensions, however, this won't be the case in the future. This chart should clarify the new requirements. For an in-depth explanation of the new regulations, you can review previous issues of the newsletter at [KDE P-12 Educational Interpreters](#)

I know many of you are concerned about not having a degree to sit for RID testing beginning July 1, 2008. While that is the case, you will continue to be able to receive licensing in Kentucky if you have *taken* the test prior to that date, regardless if you passed or not. If the date passes, then you should begin working on completing your associate's degree. In the meantime, you will still be able to work in P-12 in Kentucky per the extension criteria listed below.

On July 1, 2007 <i>If:</i>	On July 1, 2007 <i>Then:</i>	By July 1, 2008	By July 1, 2009	By July 1, 2010	On June 30, 2011
Already a temporary licensed interpreter with SCPI Intermediate Plus:	Automatic start over with initial license, with only 1 year before the "1 st " extension.	Meet revised regulation criteria to be granted your 1 st extension.	Must meet new regulation criteria for 2 nd extension.	Must meet criteria for 3 rd extension.	If you have not met the criteria for a full license, you will not be allowed to continue working as an interpreter.
Temporarily licensed AND meet new criteria for extensions:	Renew annually until your extension criteria runs out.				If you have not met the criteria for a full license, you cannot work as an interpreter.
Applying for first temporary license in Ky:	Must meet criteria for KBI application.	Renew your license.	Meet the criteria established for the 1st extension.	Meet new regulation criteria for 2 nd extension.	If you have not met the criteria for a full license, you cannot work as an interpreter.

Questions? Contact [Artie Grassman](#), KBI Chair, at artie.grassman@ksd.kyschools.us,
[Russell Anderson](#), Board Member, at Russell.Anderson@ksd.kyschools.us
or [Jeff Boler](#), KBI Administrator at jeff.boler@ky.gov

Literacy & Learning: How Do We Get The Deaf Child To Master The English Language?

- Wilton McMillan, KDE

If you read my past articles, you can begin to appreciate my passion for achieving this milestone for every Deaf child and adult. In one of those articles, I used the word R-U-N as merely one example of what it takes to foster effective language development with the Deaf child. I am in the process of building a team of consultants that will assist me in drawing a 24-hour blueprint for how we can get the Deaf child to master the English language, develop healthy social and emotional skills, and COMMUNICATION



skills. People often times confuse language and communication to mean the same thing when, in fact, they're two entirely different things. Give some thought to the role of the interpreter in this effort.

I also plan to use my videophone to communicate with students throughout the state as part of a curriculum with distance learning. This project will involve looking at the dictionary, sentence structure, and idioms to name a few examples. We'll look at jokes typically viewed as "hearing" jokes because often they have to do with sound. It will also involve technology including videoconferencing for

parents and families to use in their homes.

I have always been a firm believer of the fact that Sound and Voice carry so much more power than people give it credit for simply because it's taken for granted. My point is that for a Deaf child, there is power in the hands and eyes. We must begin taking advantage of this with them. When a hearing child has 24/7 access to information, regardless of him understanding it or not, simply hearing it allows him to be exposed to it. How do we do the same for the Deaf child with his eyes? This 24-hour blueprint will focus on teaching the Deaf child how to master the English Language via sign language.

Meanwhile, I welcome your comments/feedback on how we can best get the Deaf child to master the English language. E-mail me at Wilton.McMillan@education.ky.gov

For previous issues of the newsletter, see [KDE P-12 Educational Interpreters](http://www.education.ky.gov/KDE/) website by going to www.education.ky.gov/KDE/
Click on the link on the bottom left "Special Education"
Click on "P-12 Educational Interpreter Resources"

Questions or feedback on the newsletter? Contact Robyn Hobson, (502) 564-4970
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